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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

“Developing Reading Comprehension through Talking Stories

in the Fourth Grade of Basic Education

at “Doce de Abril” Elementary School”

Trabajo Investigativo del Curso de Graduación previo
a la obtención del Título de Licenciado en Ciencias
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Literatura Inglesa.

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Resumen

El tema de esta tesis es Desarrollar la Comprensión de Lectura a través de Cuentos interactivos en el Cuarto Grado de Educación Básica en la Escuela Primaria Doce de Abril. El propósito de este trabajo es el desarrollo de estrategias innovadoras para mejorar las habilidades de comprensión de lectura de los estudiantes de cuarto grado en la Escuela Primaria Doce de Abril. Con el fin de determinar el nivel real de los alumnos de la comprensión lectora, se aplicó una prueba de diagnóstico. La prueba se basa en un cuento de 90 palabras en Inglés que contiene frases secuenciadas y vocabulario relativamente simple. Después de un análisis reflexivo de la prueba de diagnóstico de los profesores-investigadores se concluyó que los estudiantes no alcanzan una comprensión de la lectura en Inglés y por eso no mostraron mucho interés o motivación para desarrollar esta habilidad.

Los resultados han llevado a las autoras de este trabajo a utilizar una variedad de materiales en base a la lectura que son beneficiosos para involucrar a los estudiantes en el proceso de aprendizaje. Este proyecto se basa en la aplicación de estrategias y técnicas a través de las TIC para mejorar la comprensión de lectura Inglés.

El tratamiento se prolongó durante 12 sesiones, incluida la prueba previa, 4 pruebas provisionales y la prueba final. Los resultados parecen sugerir que el tratamiento que incluye una variedad de métodos y enfoques condujo a una mejora considerable y medible en la capacidad de comprensión de los estudiantes.

PALABRAS CLAVE:

Niños- estrategias y técnicas de lectura- motivación- tecnología- comprensión lectora.



Abstract

The topic of this thesis is “Developing Reading Comprehension through Talking Stories in the Fourth Grade of Basic Education at Doce de Abril Elementary School”. The purpose of this work is to develop innovative strategies to improve the reading comprehension skills of fourth grade students at Doce de Abril Elementary School. In order to determine the students’ actual level of reading comprehension, a diagnostic test was applied. The test was based on a 90-word story in English which contained sequenced sentences and relatively simple vocabulary. After a reflexive analysis of the diagnostic test the teacher-researchers concluded that the students did not reach an understanding of the readings in English and for that reason they did not show much interest or motivation to develop this skill.

The results found have led the authors of this work to use a variety of materials based on reading which are beneficial to engage students in the learning process. This project was based on the application of strategies and techniques through ICT to improve English reading comprehension.

The treatment lasted for 12 sessions including the pre-test, 4 interim tests and the final test. The results seem to suggest that the treatment involving a variety of methods and approaches led to a considerable and measurable improvement in the students’ reading comprehension skills.

KEY WORDS:

Children-reading strategies and techniques-motivation-tech-savvy reader.



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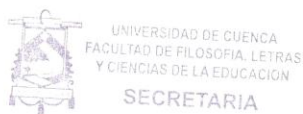
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Authorship

The ideas, opinions, and comments specified in this document are the unique responsibility of its authors, Eliana Castro and Soledad Loja.

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Dedication

This thesis is especially dedicated to God for guiding my steps and blessing me every day of my life. To my grandparents who have given me their unconditional support and for being with me every moment. Also, to my family that gave me the courage not to give up.

Eliana

I dedicate this monographic work to my mother, Rosa, who has supported me in every moment along the whole way of this academic process. To my sisters especially, Ely, for her love, comprehension and confidence. Thanks for being with me always. This new goal is for you.

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Finally, we would like to express our deepest gratitude to the University of Cuenca for giving us the opportunity to be a professional and to Doce de Abril Elementary School for allowing us to develop our project.



Introduction

The purpose of the following research is to develop and evaluate the effectiveness of innovative strategies to improve the reading comprehension skills of fourth grade students at Doce de Abril Elementary School. It is important to say that our goal at Doce de Abril Elementary School was only to apply our project to the fourth grade of Basic Education. The school has its own English teacher.

Reading is considered to be a basic language skill as well as one of the most significant achievements of a human being. Students do not only obtain information through reading comprehension but are able to perceive the reality of their environment which helps them to interpret what they are reading. The aim of the present project is to improve the teaching of reading comprehension through the application of strategies and techniques that can help students overcome problems in this area of language learning.

The methodology applied allows learners to be creative and innovative. These genres can become important tools in the course of learning English because the emphasis is on the language as a whole rather than a sum of isolated, meaningless phrases. It also takes into account the playful nature of young learners



CHAPTER I

The Problem

1.1 Topic

Developing Reading Comprehension through Talking Stories in the Fourth Grade of Basic Education at Doce de Abril Elementary School.

1.2 Description of the Problem

Based on personal experience, we have been able to observe that children do not enjoy reading. One of the main reasons for this is that teachers do not use suitable texts that are related to the students' language proficiency level, age, and interests. Children get bored when they read. The fact is that students do not understand the texts and, for this reason, they are unable to come to conclusions. Consequently, there is no interest nor pleasure for reading.

1.3 Justification

The project involves fourth grade students whose ages range from 8 to 9 years. The students of this school have great potential and are aware that they have the capabilities which can be improved by perseverance and the right attitude towards reading.

Reading is considered to be a basic language skill as well as one of the most significant achievements of a human being. Students do not only obtain information through reading comprehension, but are able to perceive



the reality of their environment which helps them to interpret what they are reading.

The aim of the present project is to improve the teaching of reading comprehension through the application of talking stories by which we mean using technology to take advantage of tools provided by ICT. This can help overcome the students' problems in this area of language learning.

These problems usually arise from the fact that the students do not understand the text and are unable to draw conclusions from the context or organize the ideas involved. Often the readings are disassociated from the students' age, interests, and social contexts.

Bearing in mind that the aim is to educate our students so that they become efficient and strategic readers, a series of reading comprehension sessions will be designed for fourth grade students at Doce de Abril Elementary School. However, the activities will be also designed to promote the joy of reading and develop critical thinking while creating a meaningful reading experience. The reading comprehension activities will take into consideration the students' age and interests. They are aimed at creating motivation and enthusiasm.

During the experiment, talking stories are going to be used in order to achieve a pleasurable experience while reading. The expectation is that the application of this strategy and the use of such teaching materials will increase the students' motivation and their appetite for reading.



1.4 Objectives

1.4.1 General Objective

- To develop effective skills for successful reading comprehension through talking stories in the fourth grade of Basic Education at Doce de Abril Elementary School in the English subject area.

1.4.2 Specific Objectives

- To diagnose the Reading Comprehension level in the fourth grade of Basic Education at Doce de Abril Elementary School.
- To encourage the habit of reading using English texts according to the students' needs and expectations.
- To apply strategies and techniques through talking stories to develop English reading comprehension.



CHAPTER II

Literature Review

2.1 What is reading?

Apparently, defining reading is simple, but scholars from various disciplines, like educators, psychologists, linguists and sociologists answer this question with some complexity. According to Dechant, reading is a human process that requires one's ability to interpret, differentiate, identify, and understand graphic symbols (qtd. in Macceca 4). Visual memory also plays an important role in reading because the reader needs to recode those symbols, recreate, and pronounce them to differentiate sounds from symbols.

Dechant also claims that:

To comprehend what is read, readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message. In essence, reading is a dialogue between the reader and the author, and during this "dialogue," the reader should generate questions to help anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of the text (qtd. in Macceca 4).

In his book entitled *Teaching English to Young Learners*, Nunan stresses that "Reading is such a natural part of our everyday life that we are often unaware of every piece of written material that we process" (screen 1458).



Humans read texts all the time because reading is entertaining, helps to get new information, to understand better something that is already known and to revise the accuracy of a text that was written. Moreover, readers must be aware that each text varies in complexity and size, as well as in the way it is read (screen 1484).

Aebersold and Field point out that there cannot be interaction if the reader or the text is missing. As the authors say, "The text and the reader are the two physical entities necessary for the reading process to begin" (15). It is important to note that the meaning that the reader gets from the text will not be the same as the author has when she or he reads it because each reader is in a different world with different opinions, aptitudes, and personal characteristics.

Lap and Flood state that reading can be perceived in two ways: as a decoding process or reading for meaning. The decoding process implies that the reader decodes the symbols in a visual form. Reading for meaning is the phase in which the reader understands the text (qtd. in A. Romero and R. Romero 1).

According to A. Romero and R. Romero, there exists a great variety of different definitions for reading, but we can list some of the most common characteristics that educators assign to the reading activity:

Decoding symbols.

Obtaining meaning from the printed page.

Assigning meaning.

Making sense of the written symbols.

Exchanging information between the reader and the author (2).

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2.2 Teaching reading to younger learners

According to the authors of the *Encyclopedia of School Psychology*, the main and last goal of reading is to comprehend a text. Also, they state that “It was noted earlier that both listening comprehension and reading comprehension are mediated by the same cognitive mechanisms. For this reason, training in listening comprehension is the starting point with very young children or children who have decoding deficits” (440).

They recommend the following strategies to the readers in order to achieve good reading comprehension:

- Determining the purpose of reading: the child will always ask why he is reading a certain text. Children initially think the goals of reading are only to read aloud and fast without any mistakes.
- Activating background information: the child has to predict what the text is about by reading the title.
- Stopping and reflecting: after a paragraph, the child needs to pause and reflect what he has read so far.
- Seeking help: the child should ask the teacher when he has any doubts.
- Using pictures and maps: children have to look at pictures and maps in order to obtain some help using them as visual aids.
- Questioning self: The child asks himself about the text self-monitoring his own comprehension.
- Summarizing: the child should be able to summarize the reading using his own words (440).



Nunan points out that “From learning strategy research, we know that some individuals are visual learners. They learn and retain information by seeing it. For these individuals, learning to read is a vitally important educational skill” (screen 1491).

Teaching reading comprehension offers students an ideal environment to not only foster discussion and accelerate English language development but also to talk about what they are learning and reading. Teachers must put an emphasis on improving this skill, but it also requires the students’ engagement. As Roit says,

When students are genuinely engaged in the comprehension process, not only are they learning about strategies and using them intentionally to make sense of text, but they are also continually using language, learning vocabulary, sharing experiences, discussing text, collaboratively solving problems, elaborating on ideas, and engaging in meaningful conversations (Roit 80).

Comprehension strategies provide the readers with conscious plans to deal with texts. Reading Comprehension strategies are the procedures that all readers bring to bear when they encounter difficulties in reading (Roit 81). These strategies need to be used flexibly and in combination depending on the type, difficulty, and familiarity of the text and content. It also requires the reader to interact with the text, to use background knowledge in order to make sense of what he is reading, to monitor and check understanding while reading and to resolve problems and inconsistencies (Roit 82).



Furthermore, instructional strategies are used to help readers to comprehend a piece of text. These strategies should be used in a flexible way depending on the students' needs. It is important to create a learning environment where the students feel comfortable discussing problems, sharing ideas freely, and using language confidently (Roit 81).

Last but not least, reading is not only recognizing or understanding each individual word but also comprehending the text. Most of the time children read accurately, the problem is that they do not understand what they are reading.

According to Nation, "The relationship between decoding and linguistic comprehension is considered to be multiplicative: there can be no reading comprehension without the ability to decipher or recognize words, and similarly, reading comprehension will fail if children lack the linguistic comprehension to understand what it is they have decoded" (Nation 249).

Generally, poor comprehension can occur when readers have inadequate processing of words, lack of knowledge, or some combination of both processing and knowledge-based weakness; these are described as lexical processes and working memory resources (Nation 253).

Lexical processes play an important role in reading comprehension. These processes give the readers the ability to make mappings between orthography and phonology. It is important to mention that phonology is intimately related to the development of literacy. As Nation says "... comprehension problems are a consequence of a child being unable to set up or sustain phonological skills do account for significant variance in reading comprehension performance" (254).



Another problem in reading comprehension is the lack of relevant factual knowledge that will result in an almost complete lack of comprehension.

Previous knowledge is considered to be an essential part of reading allowing the reader to build a potentially inference-rich mental model of the situation or event (Nation 262).

The most important fact about problems in reading comprehension is that when readers do not understand a text, they cannot learn from it and there is no real learning taking place. As Nation states, "Poor comprehenders may read less, and learn less from their reading experiences than their peers; therefore impacting on subsequent reading and learning opportunities over time and leading to the formation of weak intellectual habits" (264).

Reading is the ability that only human beings possess. It is about processing individual letters and associated sounds and recognizing individual words in order to understand sentences, phrases and complete texts.

In order to have good reader comprehenders, Pressley recommends that educators should teach them to decode well; this will help children to recognize words with more certainty. Also, when children acquire vocabulary, it is easier for them to learn the meanings of many words by experiencing those words in the real world. The author also points out that "...children do develop knowledge of vocabulary through incidental contact with new words they read. This is one of the many reasons to encourage students to read extensively" (Pressley n. pag.).



According to Pressley, prior knowledge plays an important role at the time of comprehending a text. Some researchers demonstrate that readers who possess previous knowledge about a certain topic understand the reading better than other students who do not have information about it (n. pag.).

Pressley states that it is important to include some prior steps in order to achieve good comprehension in reading. These steps are the following: making predictions, analyzing stories with respect to story grammar elements, asking questions, image construction, and summarizing. Based on that, the author recommends that teachers or instructors should encourage students to monitor their comprehension, whether decoded words make sense and whether the text itself makes sense. Thereby readers will realize that should they have some problems in comprehension, they need to reprocess.

Furthermore, Keene and Zimmermann mention that "...in addition to increasing student reading of information-rich texts, teachers will also be alert to students who are applying errant world knowledge as they read and will be armed with teaching techniques to encourage use of appropriate knowledge" (qtd. in Pressley).

2.3 The importance of Technology within the reading process

Technology has become an important aspect for both teachers and students within the classroom. According to Alkahtani, the use of computers can help to carry out teaching and learning in a better way, computers handle a range of activities or stories which make it easy for pupils to understand any information that they need to reinforce.



2.4 The use of ICT's to improve the reading comprehension

Diana Sharp argues that “with new and evolving ICT's, there are now new opportunities and supports for reading and writing, and new research has expanded our understanding about literacy development and educational reform.” (1) Therefore, Grace Oakley says “Through this strategy, children can use various modes of literacy (reading, writing, speaking, listening, and viewing) in an integrated, meaningful, enjoyable, multiliterate way.” (n.pag)

In addition, the use of ICT in classrooms plays an important role in the teaching-learning process. ICT can clearly be effective in improving students' performance. As Higgins says,

One important factor in why pupils' attainment improves when using ICT is because they spend more time working at or practicing the skills being studied and tested. Many pupils enjoy using computers and one benefit of computers may also be the combination of such motivation and the increased practice at particular tasks (8).

For Gagatiga, the use of ICT's have many positive aspects since it does not care about the learner's socioeconomic status; it provides equal opportunity for everyone to learn; teachers can demonstrate a sound understanding of technology operations and concepts; they can plan and design effective learning environments and experiences supported by technology. Also, teachers can implement curriculum plans that include methods and strategies for applying technology to maximize student learning and facilitate a variety of effective assessment and evaluation strategies.



Hayes and Whitebread stress that “...the most effective use of ICT to support literacy is when the teacher finds a way to use the technology to support children’s literacy needs and to enhance the thematic units and literature based activities occurring in the classroom” (46). It is important that teachers notice that the use of ICT will help children to develop good reading comprehension.

2.5 Improving reading comprehension through talking stories

Talking stories are good tools to apply with children. They will help students to increase word reading accuracy, to improve understanding of texts and to support reading by offering readers access to the meanings of the stories and the way sentences work (46).

Talking stories are motivating tools to help work with children. As Collins argues, talking stories “...have the potential to develop reading skills by giving children the overview of the story prior to reading it, by supporting children’s independent reading through sounding out unrecognized words and by encouraging collaborative reading in front of a public page” (qtd. in Hayes and Whitebread 46).

In conclusion, reading is a specific attribute of humankind. It makes it possible to pass on knowledge without the physical presence of the reader and the writer in the same place or at the same time. Reading comprehension skills need to be developed early on both for L1 and target language speakers and the use of ICT can help pupils to spend more time working at or practicing the skills being studied and tested. Children also appear to love technology, therefore, talking stories might prove to be an excellent tool to apply in the classroom.



CHAPTER III

Methodology

3.1 Basic Methodology

3.1.1 Participants

The research project involved 33 students of fourth grade at Doce de Abril Elementary School. The participants were 8-9 years old. Their mother tongue is Spanish and learning English is a requirement of the curriculum. The students have one 40-minute English class every week.

Students at Doce de Abril Elementary School have great potential and are aware that they have capabilities that can be enhanced if they have good attitudes of perseverance and improvement.

A genuine student is observant in the process of being critical, analytical and has the ability to make his own decisions. Marking the reading comprehension of texts, fables, and tales the center of his motivation to learn English; learning also is connected to children's necessities as dictated by their age. To this it is added the use of technology and its innovations which awakens the interest, and the desire to learn spontaneously.

3.1.2 Materials and Methodology

At the beginning of this thesis, an initial test was applied to establish the level of the students in the English area. Three classes per week were given in order to teach the students to have good reading comprehension. Mondays, Wednesdays, and Fridays were the days we gave classes.



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We used materials such as pictures, readings, videos, and worksheets. After every class, we applied a test to the students to know if the group was getting better in reading comprehension.

The teaching of reading comprehension involved pre-reading, while reading and post-reading activities.

Pre-reading is the stage in which the students draw on the experiences they have and that are related to the reading. It is the right time to motivate children because this stage allows the teacher to awaken the students' interest, revise their previous knowledge and generate curiosity in what they are going to read.

This reading stage allows the students to have direct contact with the reading activity. The level of comprehension depends to a great extent on the importance given to the different skills. The visualization of words, phrases, and sentences plays an important role. At this stage, students not only decode linguistic signs and produce correct sounds, they also discover, interpret, and understand a text. In this way, the act of reading turns into a personal experience.

In the post-reading stage, the pupils, students, young learners reinforce their reading with extra activities during which the teacher uses coloring and drawing materials. It permits the teacher to do group work where the students can compare their own interpretations with those of their classmates.

3.2 Procedures

3.2.1 Data gathering

The methodologies that have been used in this design are the investigative or statistical method together with the analysis-synthesis method and the induction-deduction method.

The investigative work was developed through an analysis and a diagnostic test of the academic output of the students. For this investigation objectives and oral tests were applied to truthfully evaluate the command of content and pronunciation.

Date	Length of classes	Evaluation
June 16, 2013	60 min	Diagnostic test (superhero Joey)
June 17, 2013	60 min	Class period
June 19, 2013	60 min	Class period
June 19, 2013	60 min	Reading Readiness
June 21, 2013	60 min	Class period
June 21, 2013	60 min	School Supplies
June 24, 2013	60 min	Class period
June 24, 2013	60 min	Read and sequence "Bedtime"
June 26, 2013	60 min	Class period
June 26, 2013	60 min	The three little pigs
June 28, 2013	60 min	Class period
June 28, 2013	60 min	Passage "Yoshi is hungry"

3.2.2 The diagnostic test

In order to determine the students' actual level of reading comprehension, a diagnostic test was applied. The test was based on a 90-word story in English



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which contained sequenced sentences and a relatively simple vocabulary (see Appendix 4). The test procedure included the following:

The introduction of the topic used questions to lead up to the story. The questions were comprised the pre-reading activity. The students were asked about superheroes and their roles. Moreover, they were asked to decide if they had the opportunity to be a superhero, what would they be. Students answered the questions with enthusiasm and interest in the topic.

Students then talked and shared experiences about superheroes. Students gave their favorite superheroes' names and wrote them on the board. After that, they read the story in silence.

For comprehension activities, students were given an answer sheet to fill out according to what they understood from the reading. Before starting on the answer sheet, the students were given clear instructions by the teacher. The diagnostic tests produced important data when the information was processed.

After a reflexive analysis of the diagnostic test, it was concluded that the students did not reach an understanding of the readings in English and for that reason they did not show much interest or motivation to develop this skill.

The main problems identified were the following:

Learning/ Students
<ul style="list-style-type: none"> • Lack of vocabulary according to their age and interest. • Students do not show interest and pleasure for reading. • Students do not answer questions in English. • Students answer questions only in Spanish. • Lack of understanding of the context and organization of ideas.

3.2.3 An Overview of the Classes and the Methodology Employed

On June 16, 2013, an initial test was applied to determine the level of the students in the English area. After the results were tabulated, three classes per week of two complete hours were offered to teach students to achieve good reading comprehension. Monday, Wednesdays, and Fridays were the days we used to teach.

Before class sessions began, warm up activities were used in order to create an environment where students felt comfortable and confident and in particular established a good relationship with the teacher. During the classes, we used ICT strategies and materials according to the level of the students. We used materials such as photographs, readings, videos, and worksheets to make the



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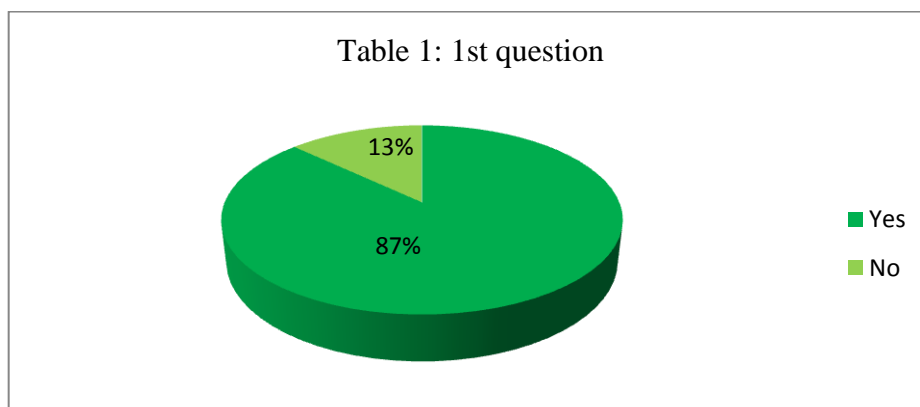
classes more fun and without monotony so that students did not feel bored. The students' attitude was always positive and they cooperated all the time. Also, the students' participation was active and they enjoyed every class.

Finally, after every class, we applied a test to see if the group was getting better in reading comprehension. The use of these strategies was very effective and useful because the students had improved their reading comprehension to a considerable degree.

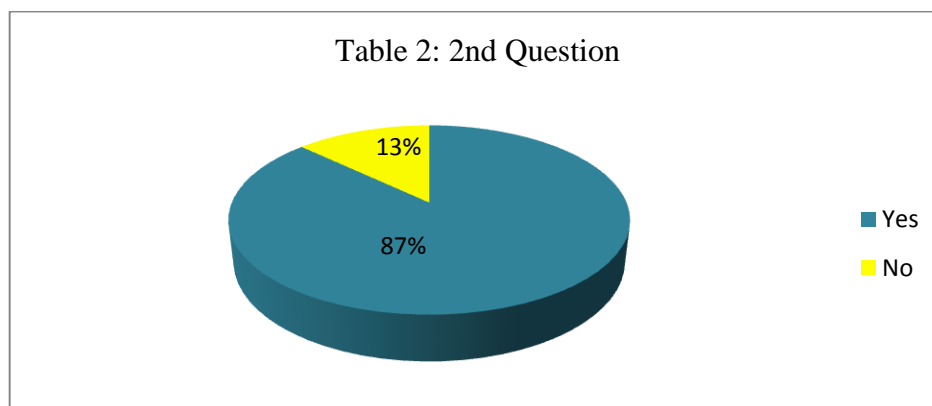
3.3 Survey

The research is based on the investigative or statistical methods together with the analysis-synthesis method and the induction-deduction method. In the bibliographic review, information from different sources was analyzed and collected. Also, qualitative exploratory research was used by using a survey which was applied to teachers of different schools (see Appendix #1) obtaining the following results:

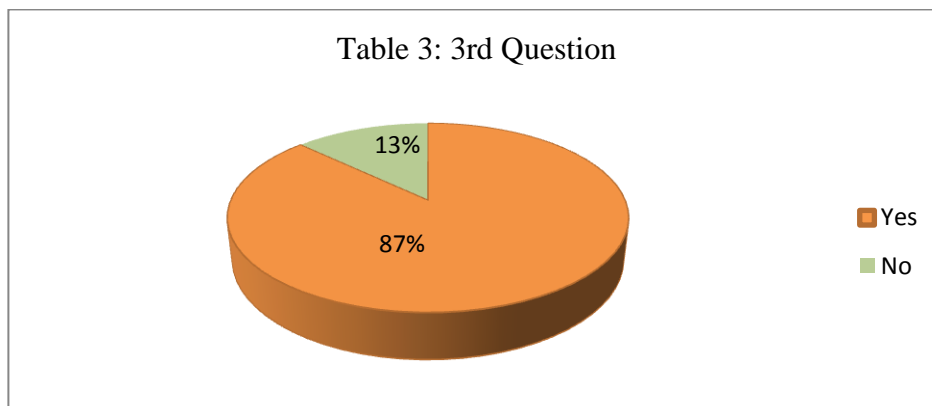
1. Do you have an online library or reading corner in your classroom?



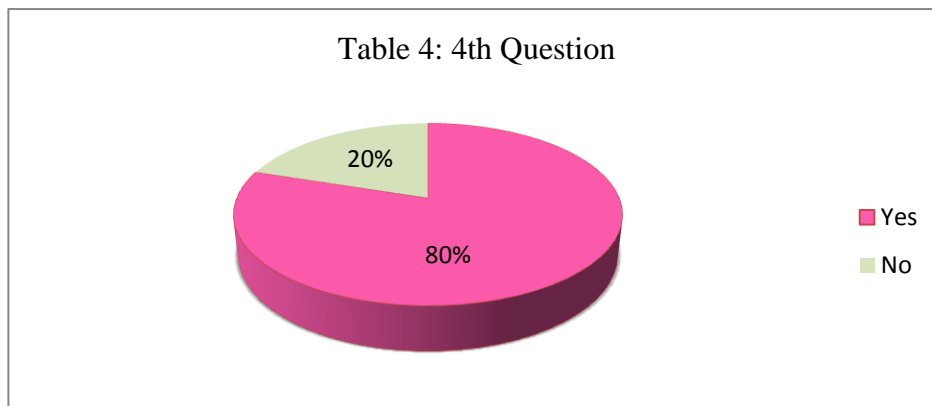
2. Do you dedicate time for reading and/or reading activities with your students?



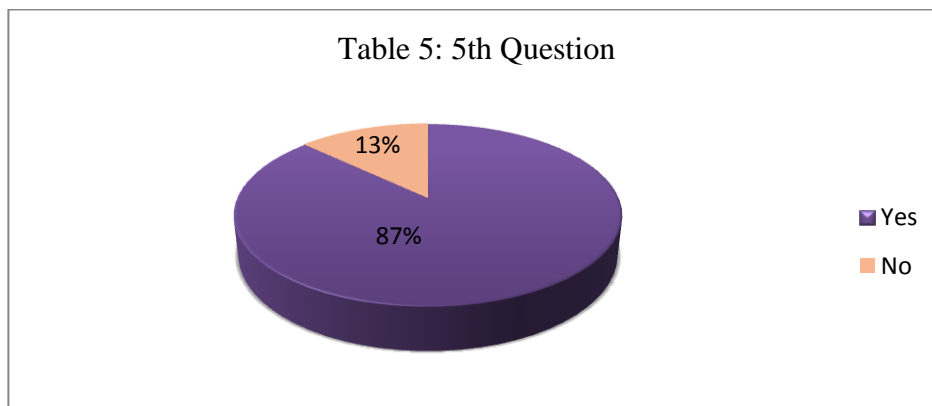
3. Can the students borrow books from the classroom or reading corner to take home?



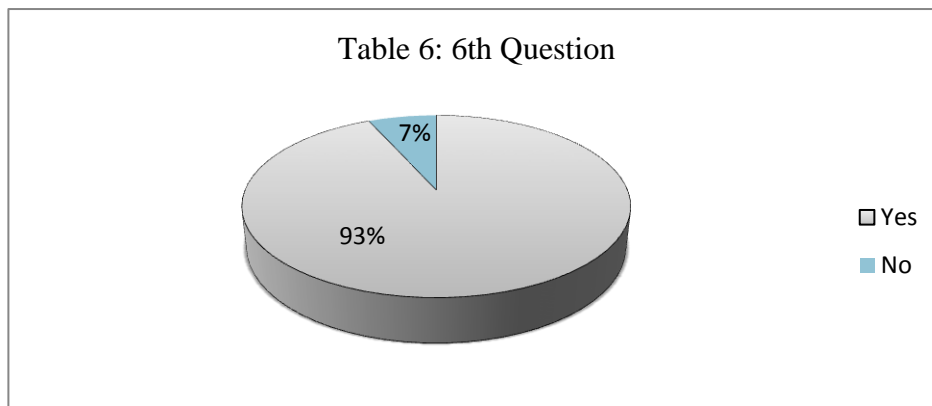
4. When you have reading instruction and/or do reading activities with your students, do you use reading materials such as worksheets, children's books, reading series or any computer software (CD- DVD)?



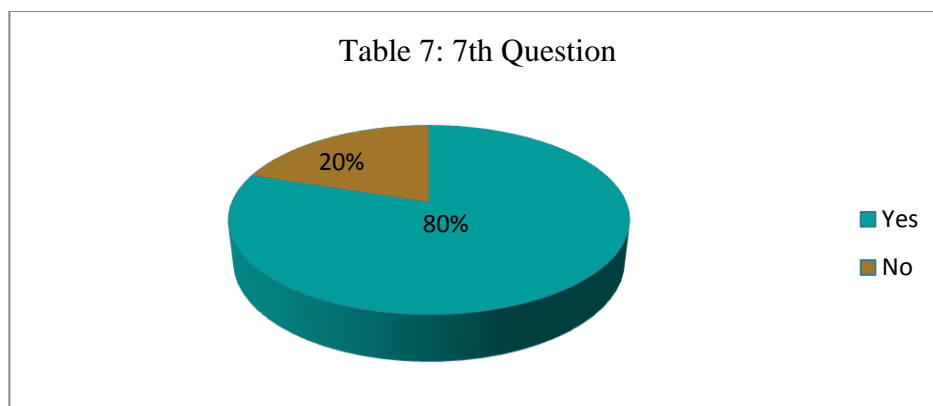
5. Do you have the students read the following types of texts: fables, fairy tales, poems, rhymes?



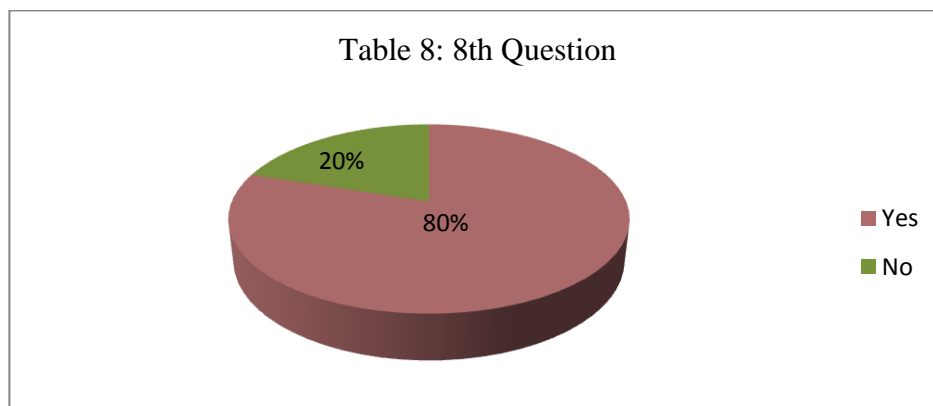
6. Before reading, do you ask your students to make predictions about reading or compare with experiences they have had or with other things they have read?



7. After students have read something, do you ask them to answer reading comprehension questions in a workbook or on a worksheet about what they have read?



8. Do you assign reading activities as part of homework to your students?



In the first question, 87% of the teachers answered yes which means that the majority of the classrooms have reading corners. In the second question, the 87% responded yes, which allows us to know that teachers care about improving the reading skill in their students. For the third question, the 87% answered yes so we can assume that teachers are encouraging students to promote reading habit. The fourth question showed that 80% of the teachers use



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additional material to complement the reading comprehension. In the fifth question, as we can see in the table, the 87% of the teachers affirmed that they make their students to read other types of texts. For the sixth question, the 93% answered yes, that is that almost all of the teachers. They prepare students before reading. The seventh question, 80% preferred yes because they think that it is very important to know if the students understand the reading. The last question, the 80% select yes because they consider that by means of extra tasks the students could easily develop the reading skill.

Finally, it is very important to mention that this survey was very useful because it helps us to know more about the importance on how teachers' labor can help the students to improve their reading comprehension. However, teachers need to know the best way to achieve this goal. For that reason, the main objective of this research is to develop the reading comprehension with children.

3.4 Interview

A teacher was interviewed from the University of Cuenca in order to find out and obtain more information regarding the research questions (see appendix #2). The interviewed expert emphasized that teaching reading comprehension is very important because it is part of the language and students should be engaged with them. Also, she mentioned that the use of computers and audiovisual resources will be a good experience in reading because teacher can do a lot of activities in order to improve reading comprehension.



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All the information acquired from the expert was very useful for this research work.



CHAPTER IV

Results and Analysis

The results were analyzed with the help of statistical methods and summarized with the help of charts and tables. To analyze the qualitative data the required methodology was employed to arrive at meaningful conclusions regarding this type of data.

4.1 Data Description, Analysis and Interpretation

The data collected for the realization of this thesis were tabulated using the quantitative method, so the items were ranked according to their frequency. All test papers are included in Appendix # 4. The results are shown by scoring items from high to low.

After the diagnostic test and the classes were given to the students, the data were collected and tabulated and the following results were found:

GRAPHIC REPRESENTATION OF THE DIAGNOSTIC TEST

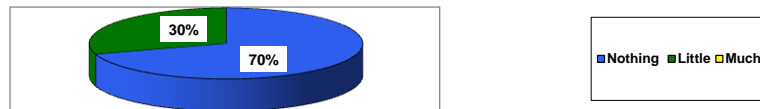
“SUPERHERO JOEY” APPLIED TO THE FOURTH GRADE OF BASIC EDUCATION

AT DOCE DE ABRIL ELEMENTARY SCHOOL

The following graphics were designed to represent the four activities of the diagnostic test.

First Activity: Related to the reading “Superhero Joey”, five pictures were presented on the worksheet. The students had to write the words for each picture.

Table 1: Recognizing vocabulary



Source: Doce de Abril Elementary School.

Authors: Eliana Castro, Soledad Loja

Analysis: After reading "Superhero Joey", 70% of the students did not know the introduced vocabulary and 30% had only very little knowledge about it.

Interpretation: table 1 shows that after reading "Superhero Joey", 70% of the students were unfamiliar with the vocabulary contained in the text they were reading. Thirty per cent of the students were able to identify some of the words. The reading task involved a text that contained relatively simple vocabulary and the students still had great difficulty with the activity they had to do.

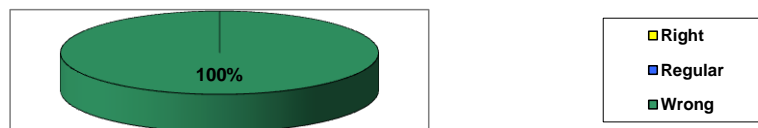
The results confirmed the assumption that because of the lack of time, the class teacher was unable to achieve better results in reading comprehension.

Because of the constraints of the syllabus, the English teacher had to follow the book, which led to unsatisfactory results. A further problem is that the course book itself lacks meaningful reading comprehension activities.

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Second Activity: In this activity, students had to recognize and write the names of the two main characters in the reading.

Table 2: Recognizing Characters



Source: Doce de Abril Elementary School.

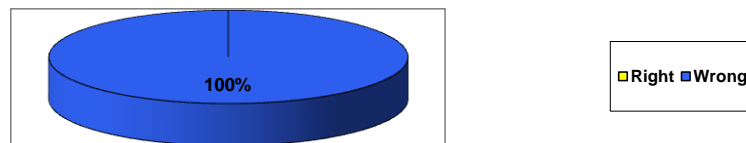
Authors: Eliana Castro, Soledad Loja

Analysis: As it is clear from table 2, none of the students (100 %) were able to identify the main characters in the text entitled "Superhero Joey".

Interpretation: It can be seen from table 2 that after reading "Superhero Joey", 100% of students could not identify the two main characters, despite the fact that the reading presented was done with simple vocabulary. The students felt very confused because they could not understand what they had to do in this activity. In this instance, it seems that the instructions ("Name the characters of the story") were not clear enough for the students and, as a result, all of them left this question unanswered.

Third activity: In this activity, students had to choose the appropriate option to describe the costume of the girl.

Table 3: Recognizing the costume



Source: Doce de Abril Elementary School.

Authors: Eliana Castro, Soledad Loja

Analysis: It is evident from table 3 that 100 % of the students were unable to understand the question and could not, therefore, answer it correctly.

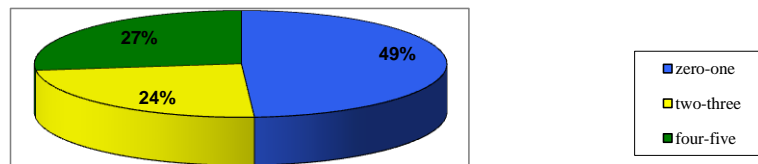
Interpretation: In reading "Superhero Joey", we can see from the table that 100% of students have bad grades because none of the two options were selected by the students. The activity was very simple, they had two options and one of them was the correct. The vocabulary of this activity was very simple and correlated to their age; however, they could not understand it.

It can be seen in table 3 that 100% of the students were unable to interpret the task and, therefore, did not answer this question. This is all the more puzzling, since the instructions as well as the vocabulary were relatively simple and straight forward.

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Fourth activity: In this activity, students had to order the sequence of the story "Superhero Joey".

Table 4: Story Sequence



Source: Doce de Abril Elementary School.

Author: Eliana Castro, Soledad Loja

Analysis: After reading "Superhero Joey", 49% of the students achieved a score from zero to one, 24% of the students achieved a score of two to three and 27% of students achieved a score of four to five points. The maximum number of points for this activity was 5.

Interpretation: It can be seen in table 4 that 49% of the students have a low score, 24% of them achieved an average score of two to three and 27% of the students achieved a score of four to five that can be considered high. The activity had five simple pictures that described the events in the story; however, almost 50% of the students did not understand what happened. One of the explanations for the relatively poor results could be that the story was unfamiliar



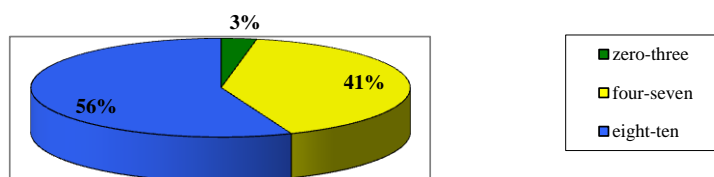
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to the students. Another might be that the students are not familiar with the concept of sequencing.

GRAPHIC REPRESENTATION OF THE FOUR TESTS APPLIED TO THE FOURTH GRADE OF BASIC EDUCATION AT DOCE DE ABRILELEMENTARY SCHOOL

Activity: Reading Readiness was an activity that contained 5 sentences with two pictures belonging to each one. The task of the students was to read the sentence and circle the picture that the sentence described.

Table 5: 1st Test
“Reading Readiness”



Source: Doce de Abril Elementary School.

Author: Eliana Castro, Soledad Loja

Analysis: In the Reading Readiness activity, 3% of the students achieved a score from zero to three, 41% of them achieved a score from four to seven, and 56% of the students achieved a score from eight to ten points. The maximum score in this case was 10.

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Interpretation: In the Reading Readiness activity, table 5 shows that 3% of the students obtained a grade between 0 to 3 points, which represents a low grade; 41% of the students achieved a score between 4 to 7 points, which can be considered good, and 56% of the students achieved a score between 8 to 10 points. The latter can be considered excellent since 10 was the highest grade. More than 50% of the students were successful and achieved a high grade in this activity. This means that the treatment resulted in a considerable improvement as compared with the results of the diagnostic test.

Activity: School Supplies was a simple reading activity with vocabulary referring to colors and especially to basic supplies used in school by students. Based on the reading, 5 questions were formulated with four options belonging to each one. The students had to circle the correct answer.

Table 6: 2nd Test
“School Supplies”



Source: Doce de Abril Elementary School.

Author: Eliana Castro, Soledad Loja

Analysis: In the School Supplies activity, 3% of the students achieved a score between 0 to 1, 47% of them achieved a score between 2 to 3, and 50% of the students achieved a score between 4 to 5 points.

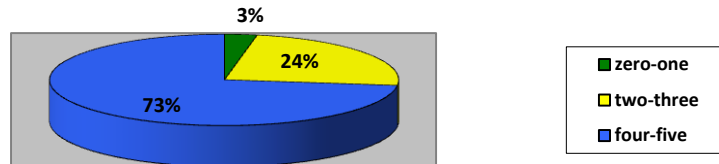
Interpretation: In the School Supplies activity, table 6 shows us that 3% of the students got a grade between 0 to 1 point, which is a poor result; 47% of the students achieved a grade between 2 to 3 points, which is average; and 50% of the students achieved a grade between 4 to 5 points, which is very good. It is to be noted that in this test, the highest mark was 5, which means that half of the students understood the reading completely. The reason for the improvement could be that the students felt engaged while talking about familiar subjects that they are surrounded by in their lives at school. The items were true realia as they belonged to the students who were able to manipulate them at leisure.

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Activity: “Bedtime” was a very short story that used vocabulary with simple words and according to the students’ age. After the students read the story, they had 5 sentences that they needed to put in order by numbering them from 1 to 5.

Table 7: 3rd Test

“Bedtime”



Source: Doce de Abril Elementary School.

Author: Eliana Castro, Soledad Loja

Analysis: In the “Bedtime” activity, 3% of the students obtained results between 0 to 1, 24% of them achieved a score between 2 to 3, and 73% of the students scored between 4 to 5 points. The highest grade in this test was 5 points.

Interpretation: table 7 shows that in the “Bedtime” activity, 3% of the students got a grade between 0 and 1, which can be considered poor. Twenty-four per cent of the students achieved a score between 2 and 3 points, which is an average result, while 73% of the students achieved a grade between 4 and 5 points, which can be considered a very good grade.



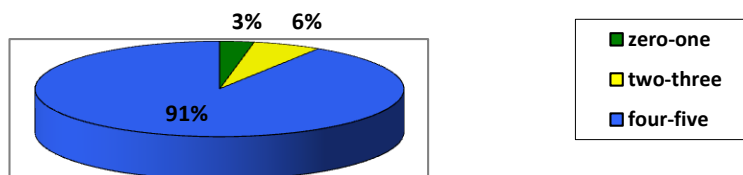
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These results showed how students were getting better with their English classes. They worked in activities in which they were improving their reading comprehension considerably. There could be several reasons for the improvement. The students were clearly enjoying the classes, they appeared to be engaged and the atmosphere was lively. The varied nature of presenting the material could have helped, too. We used a song as a warm up activity, then we showed some flashcards to the students and we had a video for them to watch as well. They were also learning the routine of how we explore the various readings.

Activity: “The three little pigs and the big bad wolf” was a re-written story because the original story uses very complex vocabulary that students would not have been able to understand. The first activity that the students needed to do was to read the story. After that, they had to order the five pictures that described the main scenes of the story.

Table 8: 4th Test

“The three little pigs and the big bad wolf”



Source: Doce de Abril Elementary School.

Author: Eliana Castro, Soledad Loja

Analysis: In the test following the reading of "The three little pigs and the big bad wolf", 3% of the students got a grade between 0 to 1 point, 6% of the students obtained a grade between 2 to 3 points, and 91% of the students got a grade between 4 to 5 points. It is to be noted that, once again, five points constituted the highest grade.

Interpretation: table 8 shows that 3% of the students achieved a low grade, 6% of them obtained an average grade and 91% of them got a very good grade, since 5 was the highest that they could have achieved. The results show a considerable improvement in reading comprehension. One of the reasons for the good results for almost the whole class could be that the story was familiar to the students. Once again, the methods involved variety: A video and stick figures were used to illustrate the events.

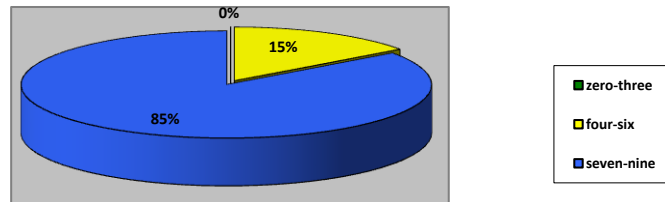
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**GRAPHIC REPRESENTATION OF THE FINAL TEST APPLIED TO THE
FOURTH GRADE OF BASIC EDUCATION AT DOCE DE ABRIL
ELEMENTARY SCHOOL**

Activity: Reading Comprehension 4 is a carefully selected test that contains a passage and nine questions with multiple choice answers. The vocabulary in this passage refers to fruits and numbers. The students had to read the story and answer the questions by selecting one option that they thought was correct.

Table 9: Final Test
Reading Comprehension 4
“Yoshi is hungry”



Source: Doce de Abril Elementary School.

Author: Eliana Castro, Soledad Loja

Analysis: In the final Reading Comprehension activity, 15% of the students achieved a grade between 4 to 6 points and 85% of the students achieved a grade between 7 to 9 points. The maximum score in this case was 9 points.

Interpretation: As for Reading Comprehension Activity 4, table 9 shows that 15% of the students got a grade between 4 to 6 points, which can be considered a good average. Eighty-five percent obtained a grade between 7 and 9 points, which is an excellent result considering that the maximum number of points in this test was 9. This final test had been given to the students in order to evaluate and quantify the achievements in their reading comprehension.

In conclusion, it can be said that the project resulted in a considerable and quantifiable improvement in the reading comprehension skills of the 33 students involved in the experiment. The students of fourth grade at Doce de Abril

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Elementary School have become better at this very important skill and there is every hope that, in due course, they will become critical and strategic readers.



CHAPTER V

Conclusions and Recommendations

Reading is considered to be a basic language skill as well as one of the most significant achievements of a human being. Students not only obtain information through reading comprehension, but are able to perceive the reality of their environment which helps them to interpret what they are reading. This thesis aimed to develop and evaluate the effectiveness of ICT's strategies to improve the reading comprehension skills of fourth grade students at Doce de Abril Elementary School.

Bearing in mind that the goal is to educate our students so that they become efficient and strategic readers, a series of reading comprehension sessions were designed for the students. However, the activities were also designed to promote the joy of reading and develop critical thinking while creating a meaningful reading experience.

5.1 Conclusions

- Students do not dislike English, but we consider that there are some aspects which affect their performance in the English classes.
- The use of ICT strategies through activities will be helpful during the reading process since the students will get involved in the class sessions actively.



- The use of ICT strategies will help teachers and students develop a positive attitude towards English learning. The students will have the opportunity to participate and understand the target language better.
- Reading is one of the most important factors in the process of language acquisition. English teachers should try to find new methodologies which help students to improve and construct the foreign language.
- English teachers can incorporate different learning strategies in their classes through a variety of activities to catch students' attention and interest during the classes.
- Teachers are responsible for students' lack of motivation, due to the unsuitable material used.
- Using learning strategies, both teachers and students will feel motivated to learn the target language.

5.2 Recommendations

- Since the educational system is constantly changing, teachers should update their methodologies and the techniques they apply in the classroom to help students construct their knowledge.
- English teachers should be selective with the material they use in their classes. If they decide to work with a text, it should contain activities that include the four skills of the English language.
- It is important that English teachers use extra material to reinforce reading comprehension in the process of learning a foreign language.



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Activities such as songs, warm-ups, games, selected readings, etc. are beneficial to this process.

- The selection of materials must be based on students' need so that it contributes to their knowledge.
- Teachers should change their methodology in order to encourage their students to work on their reading comprehension.



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APPENDICES

APPENDIX 1

DEVELOPING READING COMPREHENSION THROUGH TALKING STORIES

IN THE FOURTH GRADE OF BASIC EDUCATION AT DOCE DE ABRIL

ELEMENTARY SCHOOL

TEACHER QUESTIONNAIRE

Reading Comprehension Study

1. Do you have an online library or reading corner in your classroom?

Yes ☐

No ☐

2. Do you dedicate time for reading and/or reading activities with your students?

Yes ☐

No ☐

3. Can the students borrow books from the classroom or reading corner to take home?

Yes ☐

No ☐

4. When you have reading instruction and/or do reading activities with your students, do you use reading materials such as worksheets, children's books, reading series or any computer software (CD- DVD)?

Yes ☐

No ☐

5. Do you have the students read the following types of texts: fables, fairy tales, poems, rhymes?

Yes ☐

No ☐



6. Before reading, do you ask your students to make predictions about reading or compare with experiences they have had or with other things they have read?

Yes ☐

No ☐

7. After students have read something, do you ask them to answer reading comprehension questions in a workbook or on a worksheet about what they have read?

Yes ☐

No ☐

8. Do you assign reading activities as part of homework to your students?

Yes ☐

No ☐



APPENDIX 2

DEVELOPING READING COMPREHENSION THROUGH TALKING STORIES IN THE FOURTH GRADE OF BASIC EDUCATION AT DOCE DE ABRIL ELEMENTARY SCHOOL

INTERVIEW QUESTIONS

1. Do you prepare the lessons according to the students 'necessity'?
2. Do you perform an introduction before starting a new topic or content?
3. Do you adapt topics in accordance to the interests of students?
4. Do you use technology and audiovisual resources in your classes?
5. Do you use stories or fables in your classes?
6. Do you practice reading comprehension with you students in a class period?
7. Do you ask your students about the most important ideas of the class?
8. Do you do summaries about the text, stories of fables during class?
9. Do you evaluate your students individually after the class?
10. Do you send to your students extra tasks in order to improve the reading skill?



APPENDIX 3

DEVELOPING READING COMPREHENSION THROUGH TALKING STORIES IN THE FOURTH GRADE OF BASIC EDUCATION AT DOCE DE ABRIL ELEMENTARY SCHOOL

INTERVIEW TRANSCRIPTION

Eliana & Sole: Good Morning!

Teacher: Good Morning!

Eliana: This is an interview to Clara Clavijo; a Professor who has had experience teaching English to children and whose knowledge and experience will help us have a better scope on how to increase students' interest when reading.

Soledad: Do you prepare the lessons according to the students' necessity?

Teacher: Yes, hum... definitely you have to prepare the lessons according to the students' necessity, and for this you have to know what background knowledge of the students is and uhhh... in order to find where you can start it from uhhh... it is very interesting because you...you could have a group of heterogeneous students whose knowledge on the target language may be variable hummm.... So, you know, for this reason you do have to prepare lesson according to the students' needs.

Eliana: Ok, Do you perform an introduction before starting a new topic or content?

Teacher: I think, uhhh... preparing an introduction is very interesting because actually what you're trying to do is create students interests in order to start a...a



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new topic. Hummm...Without an introduction actually there is no interest from the part of the students and ahhh...yeah... what we usually do is you know try to ahhh... introduce the students to the topic and create interest and then I can get started with ahhh...you know the topic of the unit or the topic of the content.

Soledad: Ok, Do you adapt topics in accordance to the interests of students?

Teacher: Definitely, uhhh...yes we do, we have to... if you're, we're working with students who are like ten or eleven years old and not all the topics will be of their interest uhmm... you have to align the topics that are may be interest for them and for this one of the ways to do this is try to have an open conversation ahhh... in the target language if you can, otherwise you can just do it in the first language uhmm...try to find out what they're interest on, what they're... you know... at that age they're probably interested in you know movies or probably friends, best friends and things like that, so you know, I think it is very very interesting that you find out what the students would like to learn about or to know about. There is nothing more interesting then you know uhhh being able to talk about the things you like and I think that's for all you know human beings uhuhuh and for this reason you know students from eleven or ten years old or nine years old uhuh I'm sure they would like to talk about topics that are interesting for them.

Eliana: Do you use technology and audiovisual resources in your classes?

Teacher: Well, uhhh, we should all be using technology but because we may not have computers and the audiovisual resources in the classroom we just can't do it, otherwise, I mean if you have a computer laboratory you can, actually

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schedule a time so you can take your students to a... to the lab and you can do like complementary exercises and ahhh... in the computer laboratory, otherwise if you have, if you do have technology in your classroom I don't see the reason why you shouldn't be using that ahhh... This is one of the reasons that caught students' interest and you know definitely with be an interactive exercise if you have for instance a whiteboard and a .. and you have a computer in the classroom and you have a ahhh... what's this other one...in focus ahhh... there is a lot of things that you can do actually with technology but you know not all school have technology in within the classrooms.

Soledad: Do you use stories or fables in your classes?

Teacher: Yeah, if you're working with you know, this age group of students you definitely, you definitely have to have or use different stories. Students really like ahhh... being told about stories and if they're real live stories much better for them ahhh.... One of the things that I have found through my experience is that you make up story that is based on their own experiences students own experiences, they like, they like teachers to use ahhh... students' own names to create stories for instance. There was once that I had a group of students and a, for instance I had a student whose name was Peter, and the other was Jack, and the other one was Mary, so you know I decided to cre... in order to create interest I started story telling about once upon a time Jack this, and so on and so for, and then Mary and so on and so for, so when they hear their names immediately you will see students popping their eyes and they would like to listen definitely to the rest of the story.

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Eliana: Do you practice reading comprehension with your students in your classes ahhh... in a class period?

Teacher: Yes, ahhh. You have to. There are many ways to do ahhh... reading comprehension, you can have silent reading, you can have students' reading aloud, ahhh... some of the students really like you know ahhh... being assigned to read a paragraph and then continue with another one with another paragraph and then to reinforce you would ask him questions, very simple questions to see what are they understood, what the story was about and ahhh...you know basic...basic questions will be for instance who was the main character or what was the name of the character and what was the story about, those general questions, but obviously depending on the level you can you know, adapt other questions more complex questions, you can get started with very simple basic questions to more complex depending on the students' background knowledge of the language.

Soledad: Do you ask your students about the most important ideas of the class?

Teacher: Yes, yes. One of the ways to impart interesting classes is finding out what students ahhh... like or what the most important ideas are in order to carry on a class. I think it is... a class to make it interactive I think it is much better if you establish some kind of ahhh... a dialogue, a conversation, an open conversation with your students to find out what they like to do best so... to make it just more interesting it's not just a matter of the teacher but it's also teachers' relationship and from there you can develop you know very interesting classes.

Autores: Eliana Priscila Castro Zeas
María Soledad Loja Gomes



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Eliana: Do you do summaries about the text, stories or fables during class?

Teacher: Well, ahhh... As I said before it really depends on the background knowledge of the student but yeah... you can ask them like in just two or three lines summarize what you understand, ahhh... understood from the story, otherwise you know I will haven't go home and you know to try to summarize in a paragraph like five sentences ahhh...and summarize stories. It really depends on how good students are using the target language so I mean there are so many ways you can do this, but it really depends on the students' knowledge as well.

Soledad: Do you evaluate your students individually after the class?

Teacher: Definitely, I think this is very interesting, I think one of those good things about evaluating is they know immediately after ahhh... a task where they made mistakes and how they can reinforce or how they can overcome those mistakes. Giving students feedback is one of the most important aspects otherwise they were just you know go home without knowing where they made mistakes. I think this is...this is a very important factor that all teachers should be doing after a task or an oral presentation or after you know having students stand up in front of the class and giving... or presenting a project for instance. Just after the class you will get the students giving feedback about it.

Eliana: Do you send to your students extra tasks in order to improve the reading skill?

Teacher: Yeah... definitely again there should be extra material that you can use... it could be a questionnaire it can be like a multiple choice questions, it

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could be a for instance filling a gap exercises, information gap exercises, there is whole range of activities that you can actually apply, so students can reinforce the reading skill.

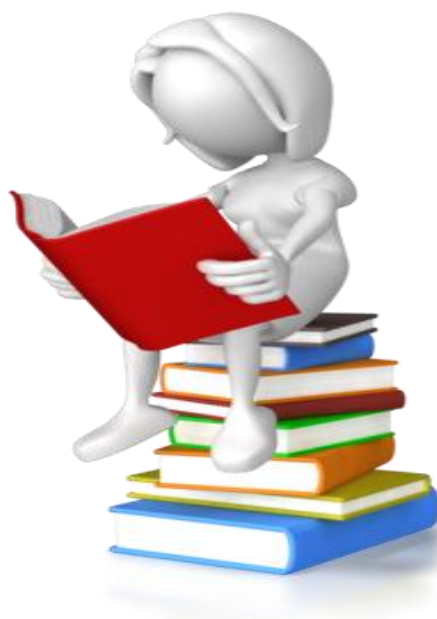
Eliana: ok.. ahhh... that was the last question, so I want.. finally I want to say thank you for the interview.

Teacher: Thank you very much, your welcome any time you need help I'll be here.

Soledad: Thank you!



TEST PAPERS



Superhero Joey

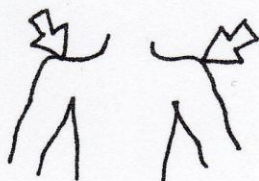
Joey is a boy. He has a sister named Mindy. Joey and Mindy want to win the costume contest. The day of the contest, Joey put on his mask. He flapped his cape in front of the mirror. He wanted to be a superhero. Also he looked for a costume for his little sister Mindy. He found his baby blanket in the closet and he put it around Mindy's shoulders, Mindy wanted to be a super girl. At the contest, superhero Joey and super girl Mindy won the first prize.

Vocabulary



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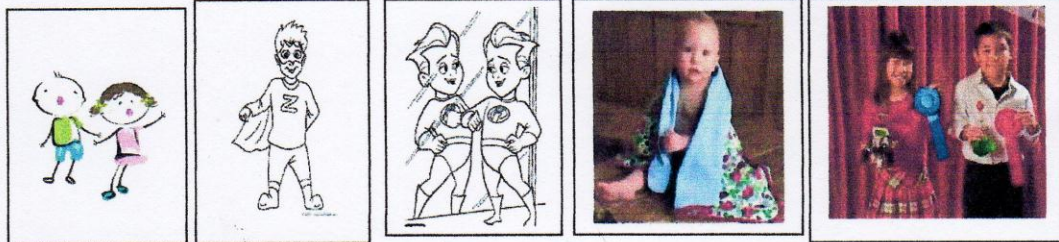
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STORY SEQUENCE



QUESTIONS

1. Name the characters of the story

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2. Mindy's costume was:

- A blanket
- A cape and a mask

STORY SEQUENCE

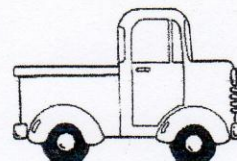
Reading Readiness 4

Name _____

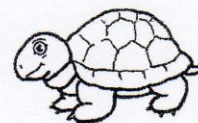
Reading Readiness

Read each sentence and follow the directions.

Circle the car.



Draw a line under the turtle.



Circle two ducks.



Draw a line above the bunny.



Circle the hammer.



www.tlsbooks.com
Based on: JupiterImages Corp.

Skill - Reading Comprehension

Name _____

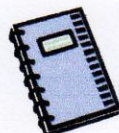
School Supplies

Adapted from a story by: Andrew Frinkle

Tammy liked school.
School was fun.
Each year, she got new school supplies.
She kept them very nice.
She took care of her things.

This year, she got a fancy pencil case.
She got a pair of yellow scissors.
She got a pack of crayons.
She got a pink eraser.
She got many pencils.
She got a purple notebook.
She got a blue binder.

Tammy was all set for school!
She liked being ready.
It was good to be ready.
Her teacher would be happy.



HaveFunTeaching.com



Skill - Reading Comprehension

Name _____

School Supplies

Story By: Andrew Frinkle

Use the information in the story to answer the questions below.

1. What does Tammy like?
 - A. school
 - B. studying
 - C. summer
 - D. snacks

2. What color are Tammy's scissors?
 - A. green
 - B. yellow
 - C. red
 - D. blue

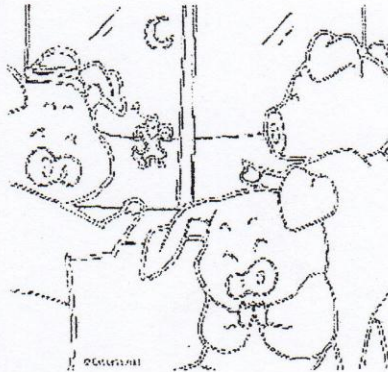
3. What colors is Tammy's eraser?
 - A. red
 - B. yellow
 - C. green
 - D. pink

4. How many pencils did Tammy get?
 - A. one
 - B. a couple
 - C. a few
 - D. many

5. How does Tammy feel about getting ready for school?
 - A. She likes being ready.
 - B. She is scared of her new class.
 - C. She doesn't want to get ready for school.
 - D. She doesn't want summer to end.

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The three little pigs and the big bad wolf



Once upon a time there lived three little pigs. The first two pigs were very lazy but their brother was smart and hardworking pig.

One day they decided to build a house each. They build a straw house and a stick house and the third pig build a strong brick house. He worked very hard.

One evening a hungry wolf saw the three little pigs. He went to the straw house and asked the pig to open the door. The pig refused and the furious wolf blew the house down.

The pig ran to the second pig's stick house but the wolf came there too. He was furious and blew the stick house down.

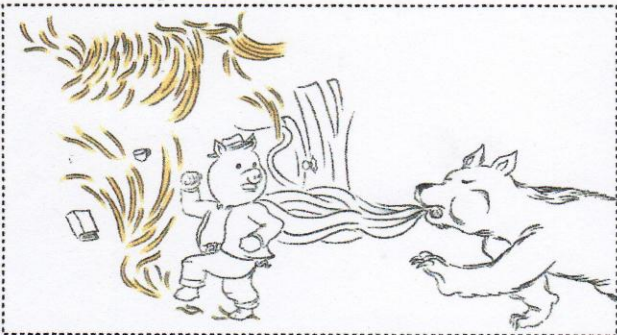
The two pigs escaped to the third little pig's house. The furious wolf got there and blew the strong brick house but the house didn't fall. He finally gave up and went away.

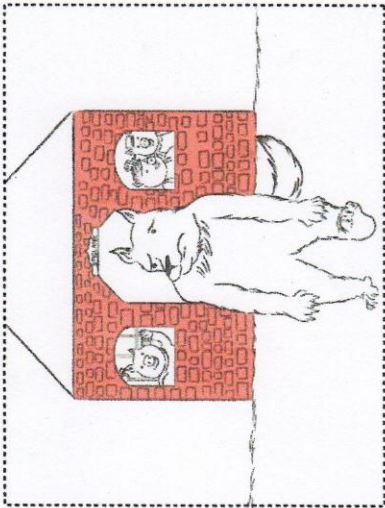
The first and second pigs thanked to the third pig and also apologize for been so lazy. They decided to work hard and built strong brick houses.

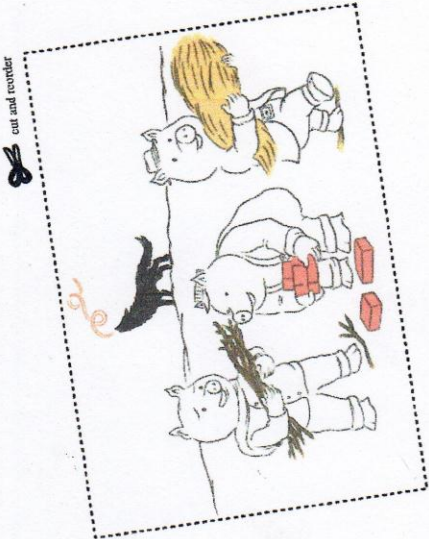
The 3 Little Pigs Fairytale storyboard


Oh no! This story has gotten all mixed up. Can you put the scenes from this famous fairytale in the right order?

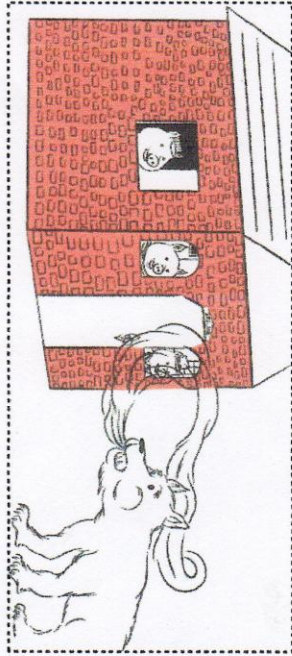
Bonus activity: Color in the little pigs and the big bad wolf!







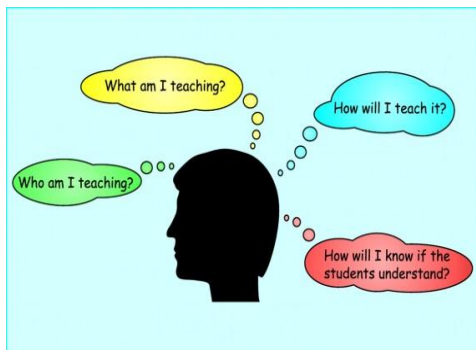




education.com

Based on : www.education.com/worksheets

- 4) Yoshi does not buy
- A. a mango
 - B. a plum
 - C. an apple
- 5) What kind of food does Yoshi buy?
- A. fruit
 - B. meat
 - C. vegetables
- 6) How much does the orange cost?
- A. 50 cents
 - B. 60 cents
 - C. 70 cents
- 7) What is the most expensive thing at the store?
- A. the orange
 - B. the mango
 - C. the banana
- 8) What is the least expensive thing?
- A. the mango
 - B. the apple
 - C. the banana
- 9) How much money does Yoshi spend at the store?
- A. 2 dollars
 - B. 2 dollars and 10 cents
 - C. 2 dollars and 20 cents



LESSON PLANS





“DOCE DE ABRIL” ELEMENTARY SCHOOL

LESSON PLANS

2012-2013

AREA:		SUBJECT:	SCHOOL YEAR:		TIME
ENGLISH	ENGLISH		4 TH GRADE	From 17/06//2013 until 28/06/2013	
LEARNING OBJECTIVE: Students will be able to understand and give a critical response to the messages transmitted by stories associating them with reality.					
SKILLS	STRATEGIES	RESOURCES	EVALUATION		STÁNDARS
			ESSENTIAL INDICATORS	TECHNIQUES AND INSTRUMENTS	
1 ST CLASS JUNE 17 TH					
To describe the different characteristics of supeheroes and make a list of the new	WARM UP: Student will watch a video and listen to a short story about superheroes PRESENTATION:	<ul style="list-style-type: none">- Students- Worksheets- Computer Laboratory- Colors- Markers- Board- Eraser- Projector- flashcards	<ul style="list-style-type: none">- Students understand and analyze the text.- Students understand the meaning of the	Co evaluation Ask and Answer -Students in pairs make a list of superheroes and talk about their characteristics and their	Understands, analyzes recognizes, and identifies the text and the vocabulary.



words	<p>Teacher will go over the new words of vocabulary with the students</p> <p>PRACTICE:</p> <p>Students will make a list of different qualities a superhero should have.</p> <p>PRODUCTION:</p> <p>Students will find phrase or expressions in the text which have the same meaning.</p>		new words	<p>super powers.</p> <p>Instrument: Check List</p> <p>Hetero Evaluation</p> <p>Read and Summarize</p> <p>Students read the text and find phrases or expressions that describe a superhero.</p> <p>Instrument: Short story</p>	
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2nd CLASS JUNE 19TH

<p>To understand and use the new grammar topic that refers to prepositions of place.</p>	<p>WARM UP:</p> <p>The teacher shows to the students a power point presentation in order to make the pupils think and reflect.</p> <p>PRESENTATION:</p> <p>The teacher shows to the students some flashcards in order to make the students describe what they see in each flashcard.</p> <p>PRACTICE</p> <p>The teacher gives to the students a short story and the students have to underline the prepositions of place that they find in the text</p> <p>.</p> <p>-Students read the short story in order to analyze it.</p>	<ul style="list-style-type: none"> - Students - Worksheet - Pencils - Colors - Markers - Board - Eraser - Computer laboratory - Flashcards - Projector 	<p>Students understand and use the prepositions of place in a correct way.</p>	<p>Co evaluation</p> <p>Ask and Answer</p> <p>Students complete and compare their answers.</p> <p>Instrument: worksheet</p> <p>Hetero Evaluation</p> <p>Students will have to complete their worksheet</p> <p>Instrument: Check list</p>	<p>Understands the text and applies the correct grammar structure.</p>
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	PRODUCTION - Students complete their worksheet and compare with their classmates.				
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3 rd CLASS JUNE 21 st					
<p>To comprehend the text “school supplies” about colors and the basic supplies used in school.</p>	<p>WARM UP</p> <p>Students watch a video about the most common school supplies used at school.</p> <p>PRESENTATION</p> <p>Teacher will present the new vocabulary showing real objects.</p> <p>PRACTICE</p> <p>Differences between the text and the video: the students tell some differences that they find between the text and the video.</p> <p>Ask the students to retell the story using the video version.</p> <p>PRODUCTION</p> <p>Ask the students to find phrases or expressions in the text, which they have seen in the video.</p>	<ul style="list-style-type: none"> - Students - Worksheets - Computer - Laboratory - Colors - Markers - Board - Eraser - Projector - flashcards 	<p>Students comprehend the text and use the new vocabulary</p>	<p>Co evaluacion</p> <p>Observation</p> <p>Students read and find differences between the video version and the text version.</p> <p>Hetero evaluacion</p> <p>Ask and Answer</p> <p>Students find phrases or expressions in the text that they have seen in the video.</p> <p>Instrument: worksheet</p>	<p>Comprehends the story and understands the vocabulary.</p>



4 th CLASS JUNE 24 th					
<p>To understand the reading and organize the information correctly.</p>	<p>WARM UP:</p> <p>Students listen a song about the activities that people do before sleep.</p> <p>PRESENTATION:</p> <p>Teacher shows students some flashcard to introduce new words of vocabulary .</p> <p>PRACTICE:</p> <p>-Teacher reads a long with the students a short story called "Bedtime".</p> <p>PRODUCTION:</p> <p>Students put in order the sentences by numbering from 1 to 5</p>	<ul style="list-style-type: none"> - Cd - Cd player - Students - Worksheets - Computer - Laboratory - Colors - Markers - Board - Eraser - Projector - flashcards 	<p>-Students understand the story that they read.</p>	<p>Co evaluacion</p> <p>Observation</p> <p>-Students put in order the sentences about the story they read and put them in chronological order.</p> <p>Instrument:</p> <p>Worksheet</p>	<p>Understands the meaning of the new words and comprehends the reading.</p>



5 th CLASS JUNE 26 th					
<p>To understand the story and order in sequence the facts.</p>	<p>WARM UP:</p> <p>The teacher gives a sheet with nine points in which students have to join them without raising their hands.</p> <p>PRESENTATION:</p> <p>Teacher shows the students a video about the story of "The three little pigs and the big bad wolf"</p> <p>PRACTICE</p> <p>-The teacher asks the students read the re-written story of "the three littles pigs and the big bad wolf".</p> <p>PRODUCTION</p> <p>- Students put in order five pictures that describe the main scenes of the story.</p>	<ul style="list-style-type: none"> - Students - Worksheets - Computer - Laboratory - Colors - Markers - Board - Eraser - Projector - Video - flashcards 	<p>Students understand and the reading and order the main scenes.</p>	<p>Co evaluacion</p> <p>Observation</p> <p>Students read the story.</p> <p>Instrument: Sheet</p> <p>Hetero Evalaucion</p> <p>Students put in order five pictures according to the story.</p> <p>Instrument: Worksheet</p>	<p>Recognizes the mains facts of the story.</p>



6th CLASS JUNE 28th

<p>To understand the passage and answer the questions correctly</p>	<p>PRESENTATION</p> <p>Teacher will present the new vocabulary</p> <p>PRACTICE</p> <p>Read the passage with the students.</p> <p>PRODUCTION</p> <p>Ask the students to answer the questions by selecting one option that they think is correct.</p>	<ul style="list-style-type: none"> - Students - Worksheets - Computer - Laboratory - Colors - Markers - Board - Eraser - Projector - Video - flashcards 	<p>Students understand and answer the questions correctly.</p>	<p>Co evaluacion</p> <p>Observation</p> <p>Students read and understand the passage.</p> <p>Instrument:</p> <p>Worksheet</p> <p>Hetero evaluacion</p> <p>Ask and Answer</p> <p>Students answer the questions by selecting the correct option.</p>	<p>Diagnoses the comprehension of the reading.</p>
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TEACHERS	COORDINATOR	PRINCIPAL
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Due Date : 28/ 06/ 2013	Revision Date : 28/ 06 / 2013	Approval Date : 28 / 06 / 2013

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